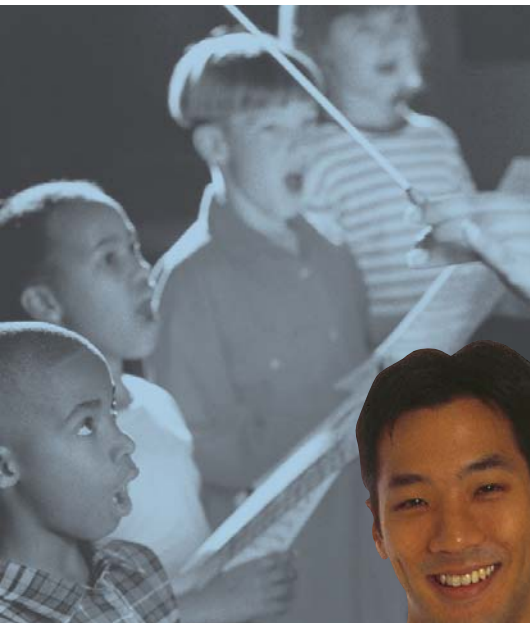


Arts Education

in the Chicago Public Schools

EXECUTIVE SUMMARY



A survey by

THE Chicago
Community TRUST



As metropolitan
Chicago's

community foundation, The Chicago Community Trust helps hundreds of area residents manage their charitable giving. Founded in 1915, the Trust is a union of numerous gifts, bequests, and other contributions that form charitable funds. These funds allow the Trust to make nearly \$40 million in grants to organizations serving greater Chicago.

In addition to grant making and work with the many donors we serve, the Trust regularly disseminates information and convenes numerous forums that address the region's most pressing needs and promising opportunities. This survey of arts in schools is one such example of collecting and sharing information with public policy makers, civic leaders, educators, and interested area residents.

Acknowledgements

The Chicago Community Trust is deeply grateful to the hundreds of educators and artists who took the time to complete our surveys. In addition, we thank Arne Duncan and his staff, in particular Armando Almendarez and Sean Egan, for their support and assistance. Many Chicago Public Schools personnel at the school, region, and Board level went out of their way to facilitate our tasks. We appreciate the time, effort and commitment each of them contributed toward bringing this project to fruition.

This survey was prepared by
Lynn Donaldson and Erika Pearsall
Michael Benain, assistant

“...in the patterns of music and all the arts
are the keys of learning.” ~ *Plato*

No Child Left Behind¹

Recognizing the importance of the arts for full child development, as a means of improving academic achievement, and as a means of better socialization, The Chicago Community Trust and other Chicago-area foundations have supported and organized arts education programs for the Chicago Public Schools. Over the past decade, these programs have crossed the arts disciplines and become increasingly long-term and linked with basic curricula. And the climate for arts education has changed. What was once a barren landscape in the public school system is now a field covered with arts programs, some of them flourishing.

When the Trust launched its Education Initiative, a five-year, \$50 million effort in the summer of 2001, it seemed an appropriate time to determine the extent of arts education in the Chicago Public Schools so that the foundations' support of arts education would be more focused and more effective. Two Trust staff members, Lynn Donaldson and Erika Pearsall, took on the daunting project of surveying all the Chicago Public Schools. They sought to document the extent of arts education provided kindergarten through 12th graders during the school day, in the school year 2000-2001. This survey is the first of its kind for Chicago.

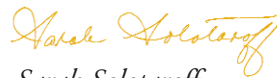
Data were collected about both school-provided arts education and arts education brought to the schools from outside arts organizations. The report is based on surveys from 85 percent of

CPS principals, and 144 arts organizations who work in the schools during the school day. A full description of the methodology can be found inside the back cover.

There are many good stories about arts education in various schools, some of them provided by school resources and some of them from organizations contracted to deliver programs. One might best characterize the situation as uneven: some students have substantial arts education and some have none. This is information about today. It will, hopefully, lead to some focused work with the Chicago Public Schools and with the arts community to continue to make progress in bringing the arts to Chicago's children.



Don Stewart
President and Chief Executive Officer,
The Chicago Community Trust



Sarah Solotaroff
Vice-President of Programs,
The Chicago Community Trust



Heather M. Bilandic
Executive Committee member,
The Chicago Community Trust

¹ A bipartisan new education reform bill entitled "No Child Left Behind" became law in January, 2002. Among its provisions, the bill designates the arts as a core discipline along with math, science, language arts and social studies.

FINDINGS ON

Arts Education

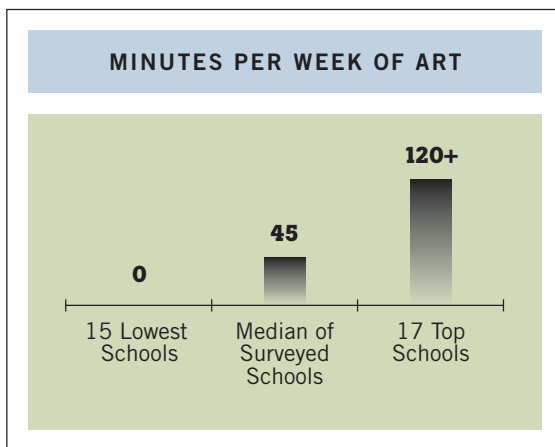
PROVIDED BY CPS SPECIALISTS

ELEMENTARY SCHOOLS

Disparity in Access to Arts Education

There is substantial disparity among elementary schools in the provision of arts education. The minutes per week of art offered by CPS arts specialists in surveyed schools ranges from 0 to 225.

Fifteen of the 414 elementary schools surveyed reported offering no arts education at all. These schools have a combined population of nearly 7,300 elementary school children who are receiving no exposure to art instruction in the school.



Some Schools Lack Art Instructors

Eighty six percent of the elementary schools surveyed provided at least 40 minutes of instructional time per week in the arts. This corresponds to a class period. Most schools must use discretionary money to supplement Chicago Board of Education funds to make that possible. However, 14% of elementary schools did not offer at least a class a week for students.

CPS appears to have unclear expectations about how much arts education an elementary student should receive. In practice, the schools seem to view one period per week as the minimum. However, Board of Education funding is not adequate to provide an arts class a week for all students. Their formula funds a half time arts specialist for schools with an enrollment up to 750, (a half time person can work with 420 students once a week), and one full time specialist for larger schools (30 schools have between 1250 and 2278 students). Most schools use their discretionary funds to hire staff to make at least one arts class per week possible for their students.

However, in 4% of the schools surveyed, students received no arts education, and in another 10% of the schools surveyed, students received more than zero but less than one period per week because the school did not have enough personnel.

"All students have the right to equitable access to art in their lives and in their schools. The arts teach learners to know themselves as capable citizens in a democratic society, observing, creating, reflecting, making choices, and taking responsibility for actions in the world."

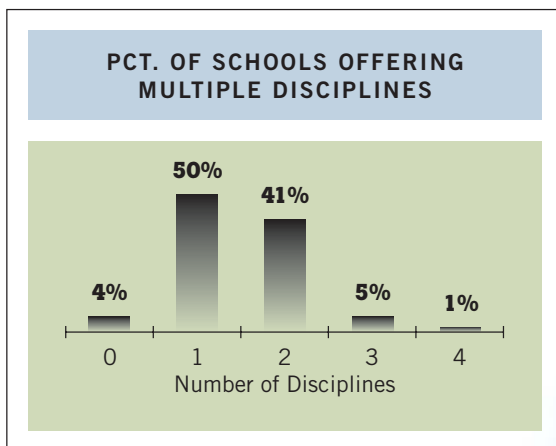
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Renaissance in the Classroom: Arts Integration and Meaningful Learning
Gail Burnaford, Arnold Aprill, Cynthia Weiss, editors

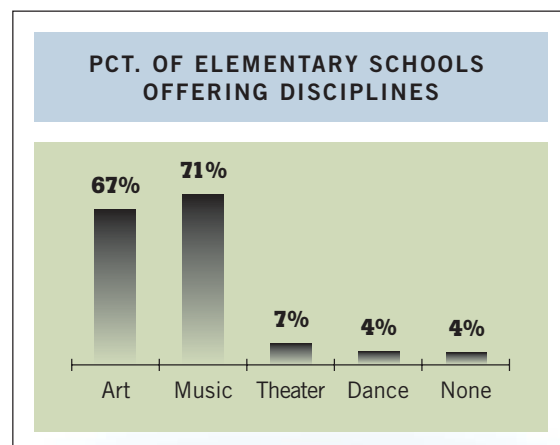
Limited Scope of Disciplines

There is substantial disparity in students' exposure to various arts disciplines. Some elementary students may receive instruction in four disciplines — dance, music, theater and visual arts — while other students are introduced to none.

At half of the surveyed elementary schools, students were offered only one of the major arts disciplines. Students had access to two disciplines in 41 percent of the schools.



Schools that offer the major disciplines are strongly inclined towards visual arts (e.g., drawing, painting, sculpture) and music. Only seven percent of the elementary schools offered theater and only four percent offered dance.



"Fine Art instruction is vital to a positive school climate.

If government agencies are looking to fund 'safe school projects,' they need to begin to see the value of arts in providing children with positive learning activities. In addition, the arts promote academic growth in language, math and critical thinking skills."

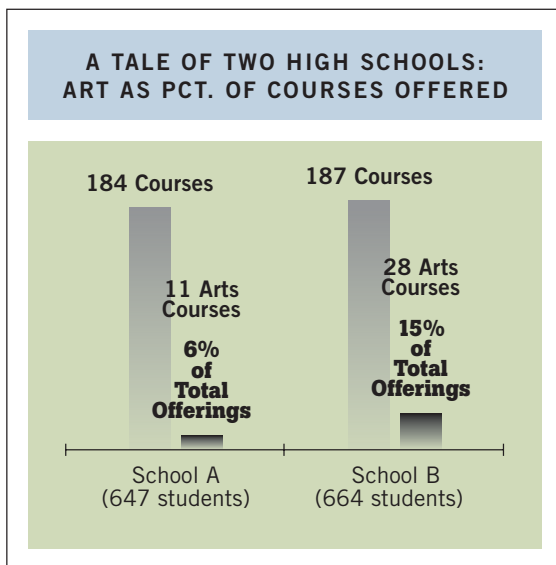
~

Unsolicited comment from a school principal on our surveys

HIGH SCHOOLS

Limited Course Selection

Depending on what school he or she attends, a Chicago public high school student could have 4 or 102 arts classes available. Larger schools usually offer more courses, but size is not the whole story. Arts classes comprised between one and 17 percent of courses at a given school. One school of 650 students offered 11 arts classes while another school of the same size offered 28 classes.



"Art is humanity's most essential, most universal language. Art is not a frill, but a necessary part of communication."

~

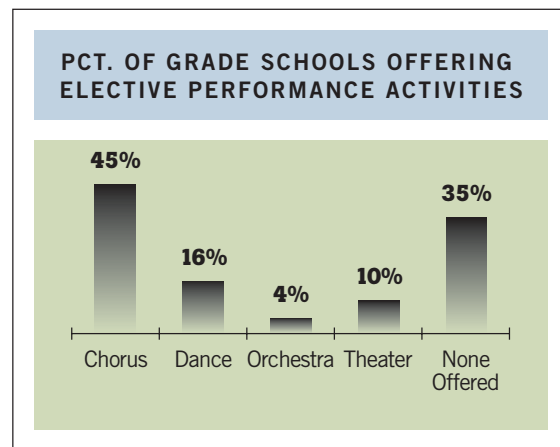
*Dr. Ernest L. Boyer,
former president of the Carnegie Foundation*

PERFORMANCE GROUPS

Limited Elective Opportunities

One third of elementary schools had no arts performance groups available to their students.

Some 35 percent of the elementary schools surveyed had no chorus, band, orchestra, dance or drama groups. Nearly half (45 percent) of schools did offer chorus, and 16 percent offered dance. Only 20 percent of surveyed schools offered more than one of these electives.¹



Effectively, performance opportunities are not available until high school for many students. Thus these young people wait until their teenage years to participate in these activities and develop the skills they promote.

Except for a few very small schools which have none, most Chicago high schools have two or three performance opportunities.

¹ Note that elective activities are not included in our previous estimates of minutes per week spent on arts education. Elective activities are available outside of the regular required curriculum, and sometimes meet after-school.

FINDINGS ON

Arts Providers

A Large Number of Arts Providers Serve the Public Schools

A large array of arts providers brings arts education in all four disciplines to Chicago Public School students during the school day. We located 144 of these agencies who worked with the public schools in 2000-2001. The number of elementary and high school students served by these groups in that year is notable:

- 315,000 students were hosted by museums and other educational venues
- 274,000 students were provided with assemblies on arts themes in their own schools
- 102,400 students worked with experienced artists in their own classroom
- 7,500 teachers took part in professional development that assisted them to integrate arts into their classes

Many Classrooms Experience In-Depth Instruction from Artists

Some 61 percent of both elementary and high schools engaged outside arts providers to bring programs into their students' classrooms. For classroom programs, experienced artists often work with the same group of students over an extended period of time, sometimes for the entire school year. The artist and classroom teacher usually work together to integrate the arts into the wider curriculum.

A third of the students participating in these classroom programs — 33,000 of 102,000 — had extended contact totaling 15 hours or more with the teaching artist.

Significantly more students received classroom programs in visual arts than in the other disciplines — 43,000 of 102,000. But of the 33,000 students receiving 15 hours or more, more received music — 11,000 of 33,000 — and theater — 9,300 of 33,000.

"Think of life without (the arts), how empty it would be, as though you lost a limb.

Art lifts us off of the pavement. It raises our spirits."

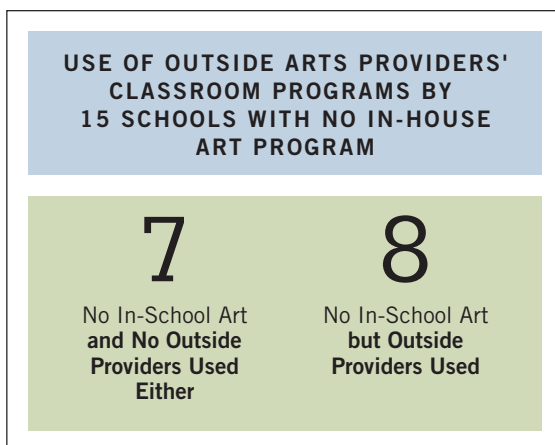
~
Studs Terkel

Some Schools Missing Opportunities to Create Classroom Programs

Some elementary schools in serious need of arts education are not using outside arts providers to create classroom programs and fill gaps in instruction.

Many of the schools offering few minutes per week of arts education may lack staff or existing programs to serve their students. Some of these schools furthermore did not enrich their art offerings by hiring outside arts providers. Of the fifteen grade schools offering no arts education on their own, seven did not hire the services of outside artists for classroom programs either.

Some elementary schools offering no arts education on their own did give many of their students at least some contact with the arts by using outside providers. Of the fifteen elementary schools with no in-house arts education, five reached at least 30% of their students with some kind of in-class arts experience.



Need to Connect Schools with Artists

Little coordination exists to link schools with appropriate outside arts providers.

Most schools are left on their own to find an outside arts provider. While the Chicago Public Schools has published a cultural resources guide, *Schools Without Walls*, covering more than 100 organizations, including many arts providers, there appears to be little centralized authority in CPS to efficiently link schools with the most appropriate arts provider. When schools were asked to describe how they find arts providers, they most frequently cited a random personal encounter or geographic proximity as the determining factors.

Two Efforts Successfully Link Schools with Artists

The Chicago Arts Partnership in Education (CAPE) and the CPS Fine and Performing Arts Magnet Cluster Program (FPAMCP) are two successful efforts connecting schools with artists and providing professional development in arts education. CAPE currently works with 30 schools, and CPS' FPAMCP with 48 schools.

"...So many children here...have discovered gifts that they never dreamed they possessed; and had them nurtured by an incredibly gifted, energetic and unselfish cadre of teacher-mentors."

"Art makes it a happy place!"

Unsolicited comments from school principals on our surveys

Role of Philanthropy

More than 250 foundations, corporations, academic institutions and government agencies are funding the in-school arts programs of outside providers.

Most outside arts providers are not-for-profit agencies that receive philanthropic grants for their operations. We found that a broad base of support exists for arts education. The 144 arts organizations serving the public schools listed over 250 sources of support for their arts education programs.

While many organizations are funding arts education, little is known about their grantmaking in terms of the average size of grants, the types of art disciplines funded, etc. Coordination and networking of the outside providers could lead to more effective and strategic giving by foundations and other entities that give support to the arts in schools.

"Our security guard leads chorus once a week."

~

Unsolicited comment from a school principal on our surveys

SOME HIGHLIGHTS IN ARTS EDUCATION NATIONALLY AND AT CPS

The beginnings of the many arts organizations and outside partnerships serving the schools are not included.

- | | |
|--|--|
| <p>1995 State Legislature gives Mayor of Chicago responsibility for naming the CEO and Board of Education for CPS. Mayor Daley appoints Paul Vallas as CEO and Gary Chico as Board of Education President</p> | <p>1997 NAEP publishes Arts Education Assessment Framework, which includes dance, music, theater, and visual arts.</p> |
| <p>1996 Chicago Board of Education adopts a Resolution supporting the "arts in Chicago Public Schools as critical components in the academic, social and cultural education of our children," and states "that the students of the CPS are entitled to receive the comprehensive and sequential instruction in the arts that meets national, state, and city standards."</p> | <p>1997 Illinois State Board of Education (ISBE) adopts Illinois Learning Standards for elementary and secondary students in most subjects, including Fine Arts.</p> |
| <p>1996 CPS establishes Bureau of Cultural Arts as part of its Central Administration.</p> | <p>2000 Chicago Board of Education approves CPS Fine Arts Standards in Visual Arts, Dance, Drama and Music.</p> |
| <p>1996 CEO Paul Vallas establishes an Arts Education Task Force chaired by First Lady Maggie Daley and Commissioner of Cultural Affairs Lois Weisberg.</p> | <p>2000 CPS creates the Fine and Performing Arts Magnet Cluster Program, FPAMCP, giving 48 schools central office administrative support to develop more arts education, partnerships, and professional development.</p> |
| <p>1997 Arts Education Task Force issues its report, "The Arts in Schools," recommending increased commitment to arts education to be phased in over 3 years.</p> | <p>2001 Arne Duncan named CEO of CPS; Michael Scott as Board President.</p> |
| | <p>2002 Federal education reform legislation, "No Child Left Behind," designates the arts as a core discipline.</p> |

FINDINGS ON

Arts Curriculum Needs

Elementary and Secondary School principals reported different needs for arts education in their institutions. Elementary principals seek the basics: programs and staff. High school principals rank these needs lower, and call for equipment and space.

Elementary schools in Chicago do not require arts education as a prerequisite for graduation. Thus it can be expected that “arts infrastructure” is less developed at the grade school level and, indeed, the chief concerns of our interviewed principals were concerned with basic shortages of staff and programs.

High school students in Chicago must complete four semesters of arts education to graduate, and so most high schools have staff and programs for arts instruction. The high school principals, however, seem to indicate a desire to more effectively implement their arts curricula by calling for more equipment and space as their main needs.

HOW DO PRINCIPALS RANK PROGRAM NEEDS?

Elementary Schools		High Schools	
Programs	34%	Equipment	27%
Teachers	22%	Space	23%
Equipment	16%	Programs	18%
Funds	8%	Other	12%
Other	7%	Funds	7%
Space	5%	Teachers	6%
Professional Development	5%	Field Trips / Assemblies	3%
Field Trips / Assemblies	2%	Professional Development	3%

“Whoever neglects the arts when he is young has lost the past and is dead to the future.”

~
Sophocles

Methodology

We used three principal methods of gathering information and data for this report. We provided our **school survey** to the principals of the 569 grade and high schools in Chicago. The public schools are divided into six regions, and the principals of schools in each region hold regular meetings. In the spring of 2001, Armando Almendarez, at that time CPS' Chief Officer of the Office of Language, Cultural and Early Childhood Education, arranged for us to attend these regional meetings and to distribute our survey to the assembled school leaders. To encourage principals to fill out their survey, and to express appreciation for their time, we drew two schools from the completed surveys at each regional meeting, and awarded each a grant of \$500 for their arts programs. We followed up with principals who were absent or who took the survey back to their school to complete, with phone calls, faxes, emails, and postal mail to secure their responses.

Our response rate was high. Of 490 elementary schools systemwide, we received 414 completed surveys for a response rate of 85 percent. Of 79 high schools in the system, 67 replied, for a

response rate of 85 percent. We gathered responses from all six CPS regions and from schools of varying sizes and characteristics, and feel our sample is representative of the public schools overall.

The University of Chicago Consortium on Chicago School Research provided us with our second major source of information, data set on **arts offerings in high schools**.

Our third source of information was a **survey of outside arts providers** that we conducted in spring 2001 as well. We contacted organizations that were known to The Chicago Community Trust, and supplemented this list by asking school principals on their survey for outside providers working with their schools. When contacting the providers we clarified whether they specifically provided programs to Chicago Public Schools during the school day in the school year 2000–2001. Since our data were individual-school based, we excluded programs that involved multiple schools, such as Gallery 37 or Latino Art Beat. We disseminated our surveys by a combination of fax, email and postal mail, and followed up to ensure responses.



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